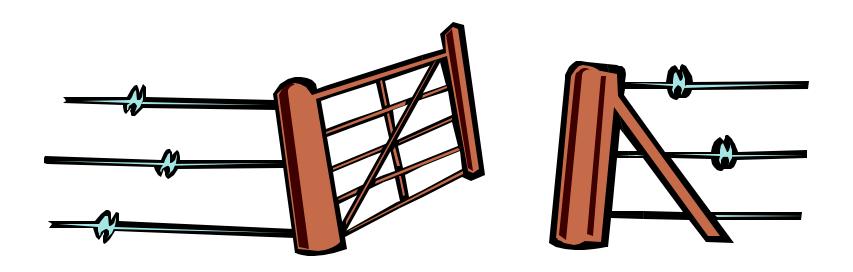


Office of Instructional Media and Training
Virginia Department of Education

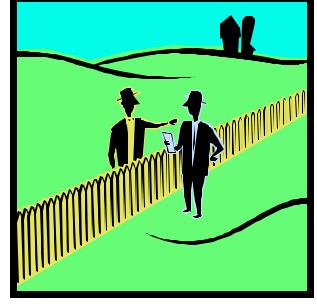


#### What are fences?



Fences are those things that cause you to be separate from the rest of

the school.



## Are you a fence builder or fence jumper?

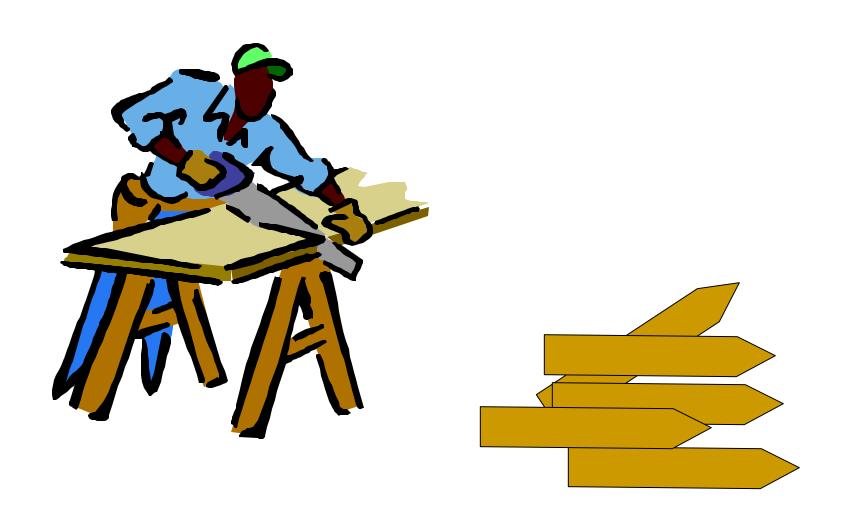






- **F** atalistic
- E nemy
- N uisance
- C hallenger
- E xtra work creator

#### Do you build fences?

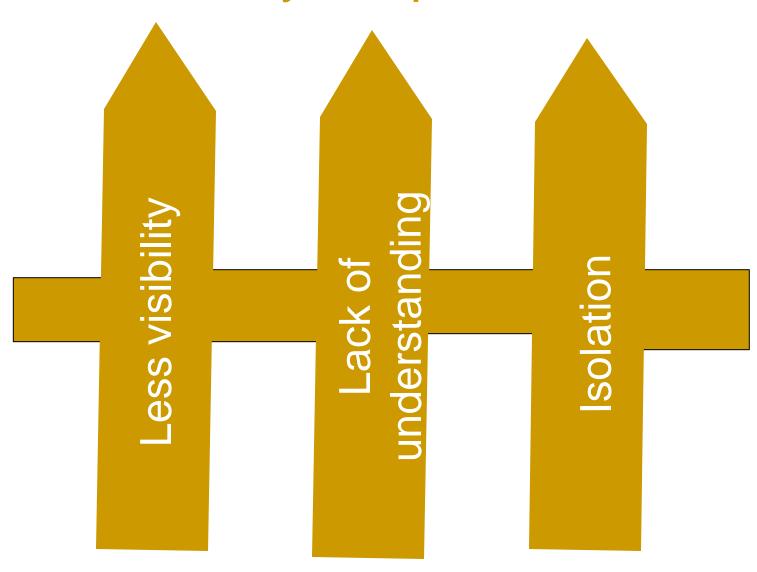




Do you say 'no' more than 'yes'?

#### Are you a good listener?

#### Identify the pickets....



You are not able to spend much time outside of the library to interact with other staff members.

You may not be included in many of the committees that involve curriculum and school reform.

## Lack of understanding

The faculty lacks knowledge as to your job responsibilities.

Libraries are not discussed in college/grad school.

Frequently you are the only one in the building.

Sometimes you are the only one on your grade level in a division.

#### How do we jump the fence?



Raising expectations for your self, your staff, and your principal...

Having a positive attitude...

Being ready with solutions...

Sharing your knowledge and skills...

Making your requests specific and direct....

Having an encouraging attitude...

Sharing why more collaboration time is needed....

Keeping the principal and others informed about the library program....

Including everyone in the decision making process, allowing for joint ownership....



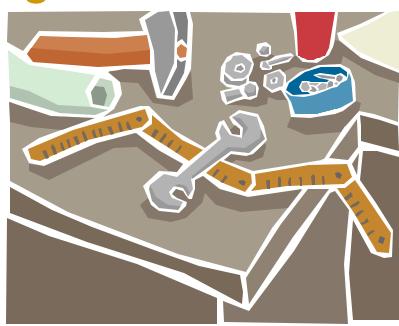
G iver

A ssiting

T eam mate

**E** ncourager

# Collaboration is the tool for tearing down or moving fences.



Collaboration begins at the point when support becomes partnership.



## Collaboration turns "What can I get you?",

to

"What is the best strategy for teaching this objective?"

#### Collaboration Tips

Understand educational theory and practice

 Partnerships will only be successful if the classroom teacher trusts your advice and has faith that working together will produce better results than working alone.

#### Collaboration Tips

• Know a variety of teaching styles and learn to adapt your style of teaching to match or compliment those of the classroom teacher.

Provide your administrator with examples
 of great learning experiences and challenges
 that were overcome by partnerships.

## How to turn "I don't think so into "Let's give it a try"...

- How can the LMC support this idea successfully?
- What is the likelihood that this activity will enhance learning?
- Can the LMC's technology and resources support this assignment?
- Can students achieve success?

Turn
"No, I can't"
Into
"Yes, WE can..."

You think....

Why don't you ever plan ahead?

But you say....

How about we look for it together.....

You think....

Do you even know what I do all day?

But you say....

Let me have a minute to think about what we can use.

You think....

Would you just listen to me?

But you say....

Let me help you help our students succeed.

You think....

Did you leave your brains at home?

But you

Well, now, let me

think

Really...

Ohhhh

**Hmmmm** 

